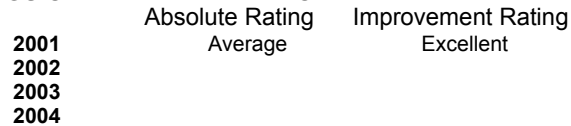


ABSOLUTE RATING: Average
IMPROVEMENT RATING: Excellent

Number of Elementary schools with students like ours: 52.

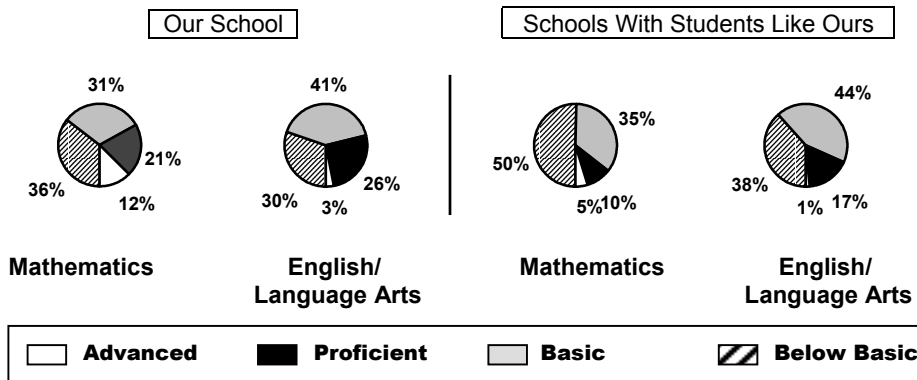
The absolute ratings for those schools ranged from unsatisfactory to good. For improvement ratings, the range was from unsatisfactory to excellent.

RATINGS OVER A 4-YEAR PERIOD



(Definitions of School Rating Terms on Page 4)

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



DEFINITIONS OF CRITICAL TERMS:

- Advanced** – Student performance exceeded expectations.
- Proficient** – Student performance met expectations.
- Basic** – Student performance met minimum performance expectations.
- Below Basic** – Student performance did not meet minimum performance expectations.

Science scores are to be reported on the 2004 School Report Card. Social studies scores are to be reported on the 2005 School Report Card.

PERCENT OF STUDENTS SCORING BASIC OR ABOVE ON THE PACT				
Student Group	English/ Language Arts	Math	Science	Social Studies
All students (n=169)	69.8	64.5	N/A	N/A
Students with disabilities other than Speech (n=17)	N/A	N/A		
Students without disabilities (n=150)	73.3	68.2		
Gender				
Male (n=71)	59.2	59.7		
Female (n=96)	79.2	68		
Ethnic Group				
African American (n=166)	70.5	64.3		
Hispanic (n=1)	N/A	N/A		
White (n=N/A)	N/A	N/A		
Other (n=N/A)	N/A	N/A		
Lunch Status Group				
Free/reduced-price Lunch (n=164)	70.1	63.9		
Pay for lunch (n=3)	N/A	N/A		

SCHOOL PROFILE

INDICATORS OF SCHOOL PERFORMANCE

	Our School	Change From Last Year	Schools with Students like ours	Median Elementary School
SCHOOL				
• Dollars spent per student	\$6,266	N/A	\$6,128	\$5,347
• Prime instructional time	92.6%	Up from 90.2%	89.5%	90.2%
• Student-teacher ratio in core subjects	14.6 to 1	N/A	16.2 to 1	18.7 to 1
STUDENTS (n=569)				
• Attendance Rate	98.5%	Up from 95.4%	96.1%	96.2%
• Students with disabilities other than speech taking PACT (ELA) off grade level	5.4%	N/A	7.3%	4.1%
• Students with disabilities other than speech taking PACT (math) off grade level	5.3%	N/A	7.3%	3.1%
• First graders who attended full day kindergarten	98.8%	Down from 99.1%	98%	96.3%
• Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
• Retention rate	3.8%	N/A	5.9%	3.6%
TEACHERS (n=41)				
• Professional Development days per teacher	7.1 Days	Up from 5.8	7.6 Days	7.6 days
• Attendance Rate	95.2%	No change	95.1%	95.1%
• Teachers with advanced degrees	39%	Up from 34.9%	44.3%	47.7%
• Continuing contract teachers	61%	Up from 55.3%	76.9%	83.8%
• Teachers with out-of-field permits	0%	No change	2.4%	0.0%
• Teachers returning from the previous school year	N/A	N/A	81.1%	87.2%
• Average teacher salary	\$36,694	Up 8.1%	\$36,128	\$37,520

SCHOOL FACTS

	Our School	Change From Last Year	Schools with Students like ours	Median Elementary School
SCHOOL				
• Percentage of expenditures spent on teacher salaries	62.5%	N/A	63.8%	65.3%
• Principal's years at the school	2	N/A	5	4.0
• Parents attending conferences	80.7%	N/A	87.9%	95.6%
• Opportunities in the arts	Fair	N/A	Good	Good
STUDENTS				
• On academic plans	71.3%	N/A	66%	43.1%
• On academic probation	0%	N/A	0%	0.0%
• Older than usual for grade	0.8%	No change	2.6%	1.1%
• Suspended or expelled	1	N/A	2	1
• Gifted and talented	6.8%	Up from 1.9%	4.7%	11.5%
• With disabilities other than speech	6.4%	Up from 4.6%	9.2%	8.4%



PRINCIPAL'S / SCHOOL IMPROVEMENT COUNCIL REPORT

Carver-Lyon Elementary School is a consolidation of two prominent elementary schools, Carver Elementary and Lyon Street Elementary. Moving into a brand new facility was a wonderful way to begin the 2000-01 school year.

A majority of the students resided with a single mother and several siblings. Occasionally, students temporarily residing in homeless shelters enrolled in the school and remained for a short period of time.

The students, the teachers, and the school were recognized for various accomplishments. The child development and kindergarten classes won awards in the areas of visual literacy and character education. For the past three years, a Carver-Lyon teacher was selected as a finalist for District Teacher of the Year, and our school newsletter received the Golden Achievement Award from the state chapter of the National School Public Relations Association.

Our instructional program was designed to meet the needs of all students. As students' needs were identified, effective instructional strategies and programs were implemented. The amount of instructional time was increased through after-school tutoring, Saturday School, individual tutoring, reduced class size, flexible and multi-age cooperative grouping, full-time instructional support at grades three through five, and small-group tutoring at the primary grades.

A strong focus was on the preschool and primary programs. Beginning August 2000, Breakthrough to Literacy was implemented in all child development and kindergarten classes to develop the prerequisite skills young learners need to become competent readers. First-grade students who scored "not ready" on the Cognitive Skills Assessment Battery (CSAB) received assistance through "The Success for All" reading program and small-group tutoring. Second-grade students also received support through small-group and individual tutoring.

Over the course of the school year, a 20 percent loss of the student population (due to the demolition of a neighboring public housing community) created an interruption in the flow of instruction. The loss of administrative, teaching, and support positions also had a negative impact upon our progress.

Student performances, workshops, and other initiatives brought parents to the school. Various agencies and institutions enhanced the social development and academic performance of our students through mentoring and tutoring programs, and volunteers helped create a beautiful learning environment.

EVALUATIONS BY TEACHERS AND STUDENTS

Percent	Teachers	Students	Parents
Satisfied with learning environment	83.7	82.7	(Avail. 2002)
Satisfied with social and physical environment	97.7	86.5	
Satisfied with home-school relations	39.5	82.7	

DEFINITIONS OF SCHOOL RATING TERMS

Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal.

Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal.

Average – School performance meets the standards for progress toward the 2010 SC Performance Goal.

Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal.

Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal.

4001088

Carver/Lyon Elementary
2100 Waverly Street
Columbia, SC 29204

Grades K-5 Elementary School

Enrollment: 569 Students

Principal

Dr. M. Diane James 803-343-2900

Superintendent

Dr. Ronald L. Epps 803-733-6041

Board Chair

Vince Ford 803-733-6061

THE STATE OF SOUTH CAROLINA

Annual School
Report Card

2001

School Grade:
Excellent

South Carolina Performance Goal:

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the five fastest improving systems in the country.

For more information, visit our website at
www.myschools.org